

Early Years Inclusion Support Funding Descriptors

	Setting Offer		Early Years SEND Inclusion Fund		
	Universal	SEND Support	Band A	Band B	Band C
	<p>May demonstrate limited understanding of nonverbal cues</p> <p>Immature speech sounds. Requires help with key words.</p> <p>Requires repetition from an adult</p> <p>May demonstrate limited understanding of non-verbal cues</p> <p>If child has English as additional language requires accessible information and support is required</p>	<p>Child has difficulty following or understanding instructions and everyday language without visual references</p> <p>Adults have difficulty understanding speech without it being in context</p> <p>Child has poor oral muscle control. Child has poor enunciation/clarity of speech</p>	<p>Moderate delay in expressive and/ or receptive language requiring SALT input</p> <p>Child has reduced vocabulary both receptively and expressively impacting on learning and retention of new words</p> <p>Loss of previously demonstrated communication skills</p>	<p>Severe language and /or speech sound disorder/ limited language, requiring SaLT input</p> <p>Uses mix of speech and augmented communication systems</p> <p>More than 50% delay in language & communication.</p>	<p>Profound delay in receptive and/ or expressive language</p> <p>Very limited understanding of what is said or signed</p> <p>Child communicates by gesture, eye pointing or symbols</p> <p>Sustained loss of communication skills previously demonstrated</p>

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Interaction (Social)	Difficulty being understood by adults outside the family	Immaturity in socialisation. Looks towards adults rather than peers. Some difficulties with social communication and interaction	Show signs of distress when faced with new people, places, events or when unsure what is going to happen	Significant social isolation within the group and withdrawal from social and group learning activities	Persistent and severe social isolation within the group and withdrawal from social and group learning activities which are severely impacting on learning
	Some withdrawal from the company of others	Lack of awareness of social space and related social difficulties	Difficulty expressing feelings or needs. Limited ability to understand the impact of their actions on others	Significant patterns of repetitive play	Significant evidence of persistent repetitive play and restricted interests
		Difficulties recognising and communicating emotions	Have difficulties understanding social and physical risks. Child is becoming increasingly isolated with peers	Difficulties expressing emotions which may lead to challenging behaviours, increased anxiety and episodes of heightened emotional state	Persistently anxious or frustrated, leading to frequent, and unpredictable, behaviours that jeopardizes the health and safety of self and others
		Difficulties forming and maintaining friendships with peers	Limited initiation of social interaction but can take part in some imaginative play if taught/supported, but cannot develop this independently	Experience significant difficulties to sensory experiences	Inability to form relationships / unable to tolerate social interaction other than to get needs met
		Have difficulties managing change and transitions	Experience difficulties/ unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light, could lead to behaviours that challenge the norm)	Shows signs of distress over even small changes in the environment	Severe and persistent high anxiety levels requiring intensive support
				Rigid, repetitive or obsessional behaviours make it difficult to cope with unexpected changes and to engage in learning. These can lead to severe anxiety, aggression or withdrawals	No understanding of social boundaries/ tolerating social interaction
				Persistent and significant difficulties forming relationships	Severe and persistent high anxiety levels requiring intensive support
				Frequent and significant difficulties following adult direction	Persistent and significant difficulties following adult direction or 'social norms'

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Cognition and Learning	Cognitive abilities within broad average levels and development within EYFS average or close to average	Child presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS and attainments are below expected levels with limited progress.	<p>The child has moderate learning difficulties. Requires differentiated work and support with conceptual understanding, and reasoning across the EYFS.</p> <p>Attainments are below expected levels with no progress.</p> <p>In the low range on standardised assessments of cognitive ability, or child presents with a very uneven profile of cognitive abilities that requires a balance of small group and additional adult support</p> <p>Difficulties learning basic concepts and retaining them over time despite targeted support</p> <p>Limited and/or repetitive play skills, these persisting in spite of targeted support.</p> <p>Significant difficulties with imaginative play.</p>	<p>Severe learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS</p> <p>Severely limited and restricted play skills, these persisting in spite of targeted support</p> <p>Extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support</p> <p>Severe difficulties learning basic concepts and retaining them over time despite targeted support</p> <p>More than 50% delay in several aspects of the three prime areas which result in having a significant impact on accessing the EYFS</p>	<p>Profound learning difficulties and global delay, affecting self-help and independence skills</p> <p>Functions at a level that requires specialised interventions and adaptations to the EYFS</p>

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Social, Emotional and Mental health	<p>Short term difficulties settling into setting</p> <p>Evidence of emotional distress (anxiety), which subsides with peer/adult support</p> <p>Needs adult encouragement to remain engaged in play. Struggles to concentrate on adult directed activities. Short attention span. Sits for shorter lengths of time compared to peers</p> <p>Occasional and short term unwanted behavioural difficulties resulting in adult intervention. Exhibits behaviours designed to manipulate peers/adults to gain attention</p>	<p>Has longer term difficulties settling into setting, in relation to peers. Has difficulty seeking comfort from familiar adults and/or with self-soothing. Some difficulties relating to separating from carer (attachment issues)</p> <p>Flits between activities and needs some short term individual adult direction to participate and engage in activities. Sits for shorter lengths of time than peers</p> <p>Does not accept 'no' and routine boundaries, regularly tests or challenges. Cannot inhibit own actions to stop from doing something they shouldn't do</p> <p>Some attachment seeking or avoiding behaviours, likely to be reliant on relationships with key person</p>	<p>Significant frequent unusual behaviours or changes in behaviour requiring adult intervention</p> <p>Significant difficulties in sharing, turn taking and social interaction</p> <p>Significant and frequent withdrawal from activities and an unwillingness to engage</p> <p>Significant attachment difficulties affecting development despite targeted support e.g. attachment to key carers not securely established</p> <p>Significant concerns regarding social and emotional health that requires outside agency input and has an impact on development</p> <p>Frequent increase in anxiety level</p>	<p>Persistent, unpredictable extremes of demanding behaviour which affects the safety of self and others</p> <p>Severe and persistent difficulties in social interaction</p> <p>Severe attachment difficulties affecting development</p> <p>Unable to sustain activities without significant, consistent adult attention and intervention</p> <p>Frequent high anxiety levels and totally withdrawn over a period of time</p> <p>Child may have suffered acute trauma or abuse, rendering them vulnerable, requiring a high level of multiagency involvement over a sustained period</p> <p>Have social emotional needs that significantly impact on the ability to build and maintain successful relationships with adults and peers</p>	<p>Involved in incidents where intense emotional distress and or impulsive behaviour can put themselves or others at risk. Requires a high level of intervention from adults including specialist support to address the child's social and emotional needs</p> <p>Regular (daily) intensive episodes of behaviour (biting, spitting, kicking etc.) which are unpredictable, persistent and extreme in relation to the child's ages and stages of development</p> <p>Requires intensive support to enable child to engage with learning. Needs a safe designated area within the context of the setting which allows the child to undertake individualised activities and make progress with their learning</p> <p>Child unable to function, participate and engage without direct intensive adult support or specific support mechanisms as identified in child's behaviour support/risk management plan</p>

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Physical/medical needs	Universal offer	SEN Support	Band A	Band B	Band C
	No needs in this area, physical development and general health within normal levels	Poor fine and/or gross motor skills Able to use mobility aid with some competence to overcome physical difficulties, e.g. walking frame or power chair Likely to have difficulties adapting to new/specific environments May have needs relating to undertaking practical tasks, reducing the level of independence May have a physical/medical condition which impacts on access to the EYFS and requires a care plan/medication to stabilise condition. Child may tire more quickly than other children. Condition may require monitoring e.g. diabetes, epilepsy	Physical and / or medical difficulties that require varied and extensive equipment and adapted resources Moderate physical and or medical difficulties that require close monitoring to ensure safety Physical independence is impaired and requires input and programmes from relevant professionals	Physical and/ or medical difficulties that require specialist equipment, adapted resources and position changes requiring a high level of adult support High levels of self-care needs Child needs daily adult support with health care regimes Child needs daily specialist programme for co-ordination skills	Has limited ability to contribute to self-care therefore is highly reliant on adult support for moving, positioning, personal care including drinking eating etc Profound long term progressive/regressive condition(s) Profound physical, long term condition/needs Require continues monitoring and support throughout the day and includes complex medical interventions
	Child attempts all physical activities within normal day				

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Sensory (vision)	Vision within normal range, including when corrected by glasses 6/6 – 6/12	Mild impairment Mild bilateral field loss or adapted to monocular vision Navigates safely in familiar environment Wears patch 1-2 hours daily. Colour blind	Moderate visual difficulties / visual loss with on-going input from the Sensory Support Service	Severe visual loss which requires continuous support for mobility and self-help skills Severe multisensory impairment with significant impact on development	Profound visual loss which requires continuous support for mobility and self-help skills Profound multisensory impairment with severe impact on development
Sensory (hearing)	Child may miss-hear and misunderstand oral information which requires monitoring Child may have some immaturities of speech but is understood by adults	Moderate hearing impairment requiring adult support to monitor adjustments.	Moderate hearing impairment requiring adult support to monitor adjustments.	Severe hearing loss which requires continuous support	Profound hearing impairment requiring continued adult support